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ABSTRACT

There are 13 modules included in this module cluster for individualizing instruction in behavior modification at the college level: a) Writing Instructional Objectives, b) Defining Operant Terms, c) Basic Operant Principles, d) Analysis of Behavior in Operant Terms, e) Operant Measurement Techniques, f) Recording Operant Behaviors, g) Specifying the situation in Which Measurement Takes Place, h) Examples of Operant Studies, i) Measurement of a Social Behavior, j) Measurement of an Academic Behavior, k) Modification of Social Behavior, l) Modification of Academic Behavior I, and m) Modification of Academic Behavior II. These modules, developed for use in the elementary education program at Glassboro State College, consist of a) statement of objectives, b) list of prerequisites, c) preassessment procedures, d) uniform instructional activities, e) supplementary instructional activities, f) postassessment procedures, and g) remediation activities. (HMD)

ED 091322

MANAGING BEHAVIOR

George Brent & Denise Harrison

Behavior Modification: A Module Cluster for Individualizing College Instruction

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INSTRUCTIONS FOR USING AN H & H MODULE CLUSTER

An H & H module cluster arranges learning experiences in a specific way. The cluster format facilitates successful, self-paced learning for as many students as possible.

1. H & H module clusters are designed for use by students with the cooperation of an instructor. The instructor will give a brief explanation about the use of the particular module cluster. This will include the rationale for the cluster, general arrangements for completing the modules and a suggested time-line for module completion.

2. After meeting with the instructor, the student can begin work on the module cluster. Within a cluster, the modules are presented sequentially.

3. When a student begins to study a module, he should read over the pre-assessment procedures. A number of alternatives are then available. For example, the student may decide after reading the pre-assessment procedures that he is competent in that skill area. He may then complete the entire pre-assessment test and discuss the results with the instructor. The instructor will then be able to verify the student's competence.

4. A second choice is possible, if the student feels unsure of the material as presented in the pre-assessment. He can then skip the pre-assessment and complete the modules step by step, including the post-assessment procedures.

5. The student will consult with the instructor after he has finished the post-assessment. At this point if the student and instructor agree that the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.

H & H - 001.00 Behavior Modification: A Module Cluster for Individualizing College Instruction

General Objectives of the Module Cluster

The purpose of this module is to enable students to define the basic operant terms, to state the basic operant principles, to read operant measurement charts, and to use operant principles and measurement with social and academic behaviors.

Prerequisites to the Module Cluster

This module cluster does not require students to have any prerequisite competencies other than those which typically would be considered as program entrance requirements.

Modules Withing the Module Cluster

This module cluster contains the following modules:

H & H - 001.01 Writing Instructional Objectives

H & H - 001.02 Defining Operant Terms

H & H - 001.03 Basic Operant Principles

H & H - 001.04 Analysis of Behavior in Operant Terms

H & H - 001.05 Operant Measurement Techniques

H & H - 001.06 Recording Operant Behaviors

H & H - 001.07 Specifying the Situation in Which Measurement Takes Place

H & H - 001.08 Examples of Operant Studies

H & H - 001.09 Measurement of a Social Behavior

H & H - 001.10 Measurement of an Academic Behavior

H & H - 001.11 Modification of Social Behavior

H & H - 001.12 Modification of Academic Behavior I

H & H - 001.13 Modification of Academic Behavior II

H & H - 001.01 Writing Instructional Objectives

Objective

The student will be able to write instructional objectives that include conditions, behavior, and criteria.

Prerequisite

None

Pre-Assessment

The student has the option of:

completing the requirements listed in the objective above orally or in writing
OR
completing the written pre-assessment test with 90% accuracy.

Uniform Instructional Activities

1. Read Managing Behavior 2 by Hall.
2. After competing Managing Behavior 2, attend a scheduled seminar on writing instructional objectives.

Supplementary Instructional Activities

1. Using the objective of this module and Managing Behavior 2 as a guide, restudy the same material by using any appropriate source. (Several appropriate sources may be found in the appendices.)

Post-Assessment

Post-assessment procedures consist of the alternate form of the pre-assessment.

Remediation

No remediation activities have been predetermined. Generally, students who do not successfully compete the post-assessment will be recycled through one of the supplementary activities.

Pre-Assessment H & H - 001.01

Write an instructional objective - including conditions, behavior, and criteria for the following social behaviors OR the following academic behaviors:

Social Behaviors

1. Improve conduct

2. Improve social relationships

3. Increase honesty

Academic Behaviors

1. Improve in punctuation

2. Improve in arithmetic

3. Improve in spelling

H & H - 001.02 Defining Operant Terms

Objective

The student will be able to define and give examples of the following terms consistent with operant psychology:

operant behavior
primary reinforcer
secondary reinforcer
extinction
satiation
positive reinforcement
negative reinforcement
shaping
generalization
chaining
continuous reinforcement
intermittent reinforcement
fixed ratio schedule
fixed interval schedule
variable ratio schedule
variable interval schedule
token reinforcement
punishment
discrimination
S^D
respondent behavior

Prerequisite

H & H - 001.01

Pre-Assessment

The student has the option of:

defining and giving examples of the terms listed above (either orally or in writing)
OR
completing the written pre-assessment test with 90% accuracy

Uniform Instructional Activities

1. Read Managing Behavior 2 by Hall.
2. After completing Managing Behavior 2, attend a scheduled seminar on the definitions of basic operant terms. (Responsive Teaching Transparencies #26 - #45.)

Supplementary Instructional Activities

1. Using the objective of this module and Managing Behavior 2 as a guide, restudy the same material by using any appropriate source. (Several appropriate sources may be found in the appendices.)

Post-Assessment

Post-assessment procedures consist of the alternate form of the pre-assessment.

Remediation

No remediation activities have been predetermined. Generally, students who do not successfully complete the post-assessment will be recycled through one of the supplementary instructional activities.

Pre-Assessment H & H - 001.02

I. Write the corresponding letter in front of each statement.

A. reinforcer C. extinction E. punishment

B. shaping D. primary reinforcer F. negative reinforcement

1. _____ The procedure of following a behavior by a consequence which decreases its strength.

2. _____ A procedure of differentially reinforcing successive approximations step by step, until the desired terminal behavior is achieved.

3. _____ Any event that increases the strength of the behavior it follows.

4. _____ The process of removing reinforcers until behavior returns to low levels.

5. _____ Does not depend upon previous conditioning for its reinforcing power (unconditioned).

6. _____ The process of taking away something bad contingent on the desirable behavior.

II. Fill in the blank with the most appropriate answer

7. Continued reinforcement at a high rate may result in _____.

8. An example of _____ is the contraction of the eye pupil when light is increased.

9. Behavior which has been reinforced will occur in similar situation due to _____.

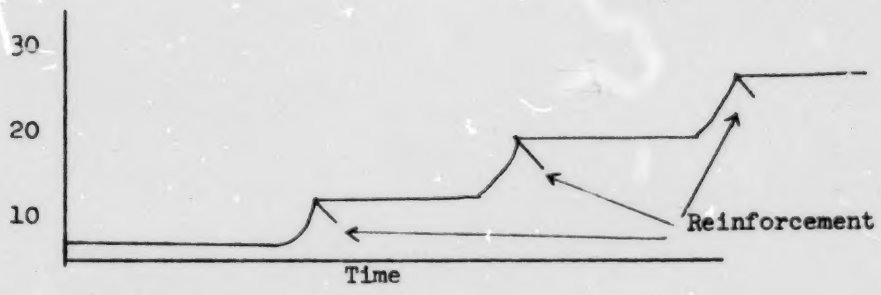
10. If a child is reinforced after every 3rd desired response, he is on a _____ schedule.

11. A child learns to dig in his sandbox and not in the garden. This is an example of _____.

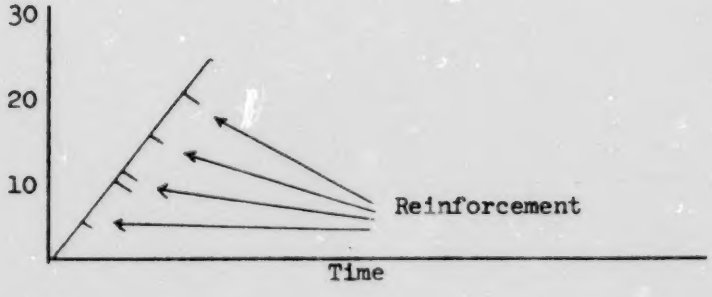
12. S^D is the symbol for _____.

13. _____ is the process by which one response produces a stimulus change which increases the probability of a new response, which in turn, produces another stimulus change.

III. The following graphs are examples of what type of schedule (Variable Ratio or Fixed Interval)?



14. _____



15. _____

H & H - 001.03 Basic Operant Principles

Objective

The student will be able to -

1. State the basic principle of operant behavior according to Hall.
2. Explain how it can be determined if a consequence is a reinforcer.
3. Explain why reinforcement must be immediate.
4. List the differences and similarities between positive reinforcement and negative reinforcement.
5. List the steps involved in shaping.
6. List the advantages of continuous reinforcement and of intermittent reinforcement.
7. List four advantages of token reinforcement.
8. Explain how it can be determined if a consequence is a punisher.
9. List two reasons punishment is generally not a desirable procedure.
10. List the two basic punishment operations.
11. State why discrimination and generalization are both necessary for efficient learning to take place.

Prerequisite

H & H - 001.02

Pre-Assessment

The student has the option of:

completing the requirement listed in the objective above either orally or in writing
OR
completing the written pre-assessment test with 90% accuracy

Uniform Instructional Activities

1. Read Managing Behavior 2 by Hall.
2. After completing Managing Behavior 2, attend a scheduled seminar on Basic Operant Principles. (Responsive Teaching Transparencies #26 - #45.)

Supplementary Instructional Activities

1. Using the objective of this module and Managing Behavior 2 as a guide, restudy the same material by using any other appropriate source. (Several appropriate sources may be found in the appendices.)

Post-Assessment

Post-assessment procedures consist of the alternate form of the pre-assessment.

Remediation

No remediation activities have been predetermined. Generally, students who do not successfully complete the post-assessment will be recycled through one of the supplementary instructional activities.

Pre-Assessment H & H - 001.03

I. Fill in the blank with the correct answer(s).

1. The basic principle of operant behavior according to Hall is:
_____
_____.

2. A consequence is a reinforcer if _____
_____.

3. Reinforcement must be immediate because _____
_____.

4. Positive reinforcement is different than negative reinforcement because _____
_____

5. The similarities between positive and negative reinforcement are
_____
_____
_____.

6. Shaping involves the following 3 steps:
   1. _____
   2. _____
   3. _____

7. Several advantages of token reinforcement are: _____
_____
_____
_____

8. A consequence is a punisher if _____
_____

9. Punishment is generally not a desirable procedure because _____
_____
_____
_____

10. Generalization and discrimination are both necessary for efficient learning to take place because _____
_____
_____

H & H - 001.04 Analysis of Behavior in Operant Terms

Objective

Given a description of classroom behavior, the student will be able to analyze it in operant terms.

Prerequisite

H & H - 001.03

Pre-Assessment

The student has the option of:

completing the basic principles final examination (p. 23-25) in Hall's Managing Behavior 2 with 90% accuracy.

OR

completing the written pre-assessment test with 90% accuracy

Uniform Instructional Activities

1. Read Managing Behavior 2 by Hall.
2. After completing Managing Behavior 2, attend a scheduled seminar on analysis of behavior in operant terms.

Supplementary Instructional Activities

1. Using the objective of this module and Managing Behavior 2 as a guide, restudy the same material by using any appropriate source. (Several appropriate sources may be found in the appendices.)

Post-Assessment

Post-assessment procedures consist of the alternate form of the pre-assessment.

Remediation

No remediation activities have been predetermined. Generally, students who do not successfully complete the post-assessment will be recycled through one of the supplementary activities.

Pre-Assessment H & H - 001.04

Donna's teacher noticed that she was leaving her seat often. While she was out of her seat, Donna would often disrupt the other children in the class. Donna's teacher tried to coax her into staying in her seat by calling her back every time she got up and stopping the lesson until she returned to her seat.

1. What behavior is probably being reinforced in this situation?

2. What is a possible reinforcer for it?

3. Suggest another possible approach the teacher might use. (Include a positive reinforcer and an extinction process.)

John cries almost every time he does not get his own way. His mother is trying to get him to stop by cuddling him, hugging him, and comforting him. If John stops crying, she rewards him by giving him what he originally wanted.

4. What is John's mother probably reinforcing?

5. When should she give John a reinforcer?

6. Suggest another possible approach for John's mother. (Include a positive reinforcer and an extinction process.)

H & H - 001.05 Operant Measurement Techniques

Objective

The student will be able to describe and illustrate the following measurement techniques -

1. Direct measurement of permanent products.
2. Event recording.
3. Interval recording.
4. Time sampling.

Prerequisite

H & H - 001.04

Pre-Assessment

The student has the option of:

completing the requirements listed in the objective above either orally or in writing
OR
completing the written pre-assessment test with 90% accuracy.

Uniform Instructional Activities

1. Read Managing Behavior 1 by Hall.
2. After completing Managing Behavior 1, attend a scheduled seminar on operant measurement techniques. (Responsive Teaching Transparencies #4 - #9.)

Supplementary Instructional Activities

1. Using the objective of this module and Managing Behavior 1 as a guide, restudy the same material by using any appropriate source. (Several appropriate sources may be found listed in the appendices.)

Post-Assessment

Post-assessment procedures consist of the alternate form of the pre-assessment.

Remediation

No remediation activities have been predetermined. Generally, students who do not successfully complete the post-assessment will be recycled through one of the supplementary activities.

Pre-Assessment H & H - 001.05

I. Describe the following measurement techniques

1. Direct measurement of permanent products

2. Event recording

3. Interval recording

4. Time Sampling

II. Use a separate graph to illustrate each of the above techniques. Be certain that the behavior being measured is clearly described.

H & H - 001.06 Recording Operant Behaviors

Objective

The student will be able to -

1. State why obtaining a baseline is the first step in modifying behavior.
2. State the usual way of representing operant data.
3. List several advantages for graphing data.
4. Identify a stable baseline.
5. Identify an ascending baseline.
6. Identify a descending baseline.
7. Make conventional graphs of operant behavior.

Prerequisite

H & H - 001.05

Pre-Assessment

The student has the option of:

demonstrating competency in the skills listed above either orally or in writing
OR
completing the written pre-assessment with 90% accuracy.

Uniform Instructional Activities

1. Read Managing Behavior 1 by Hall.
2. After completing Managing Behavior 1, attend a scheduled seminar on recording operant behaviors. (Responsive Teaching Transparencies #4 - #25 and select from Responsive Teaching Transparencies #50-#61.)

Supplementary Instructional Activities

1. Using the objective of this module and Managing Behavior 1 as a guide, restudy the same material by using any appropriate source. (Several appropriate sources may be found in the appendices.)

Post-Assessment

Post-assessment procedures consist of the alternate form of the pre-assessment.

Remediation

No remediation activities have been predetermined. Generally, students who do not successfully complete the post-assessment will be recycled through one of the supplementary activities.

Pre-Assessment H & H - [illegible].06

I. 1. State why obtaining a baseline is the first step in modifying behavior.

2. State the usual way of representing operant data.

3. List the advantages for graphing.

II. Identify the following baselines (stable, ascending, descending).

4. _____ 5. _____ 6. _____

III. Mike is observed thirty minutes a day for seven days by his teacher. The number of minutes he is observed to be out of his seat for each of the days is 5, 7, 10, 9, 12. On day two, a student teacher observed Mike to be out of his seat for 9 minutes. Make a conventional graph using this data. Include an asterisk where the reliability check occurred.

H & H - 001.07 Specifying The Situation In Which Measurement Takes Place

Objective

The student will be able to -

1. State the two setting factors that must be specified before measurement takes place and give an example specifying setting factors.

2. State procedures to follow when the setting factors change:

   a. in a major way

   b. in a minor way

Prerequisite

H & H - 001.06

Pre-Assessment

The student has the option of:

completing the requirements listed in the objective above either orally or in writing
OR
completing the written pre-assessment test with 90% accuracy

Uniform Instructional Activities

1. Read "A Method to Integrate Descriptive and Experimental Field Studies at the Level of Data and Empirical Concept" by Byon, Pererson and Ault, (JABA, 1968, 1, 175-191).

2. After completing JABA, 1968, 1, 175-191, attend a scheduled seminar on specifying the situation in which measurement takes place.

Supplementary Instructional Activities

1. Using the objective of this module as a guide, restudy the same material by using any appropriate source. (Several appropriate sources may be found in the appendices.)

Post-Assessment

Post-assessment procedures consist of alternate forms of the pre-assessment.

Remediation

No remediation activities have been predetermined. Generally, students who do not successfully complete the post-assessment will be recycled through one of the supplementary activities

Pre-Assessment H & H - 001.07

1. State the 2 major setting factors to be considered before measurement can take place.

2. The student being observed is in Mrs. Brown's class and is changed to Mrs. Clark's class. State any changes that will be needed in the original study.

3. The student being observed is in the morning reading group. The schedule is changed and reading now takes place in the afternoon for that reading group. State a procedure that will recognize this change.

H & H - 001.08 Examples of Operant Studies

Objective

Using the standard reporting form detailed in Managing Behavior 1 (p. 28), the student will be able to report on operant studies concerning social and academic behaviors emitted in school settings.

Prerequisite

H & H - 001.07

Pre-Assessment

The student has the option of:

submitting previously completed reports which meet the specifications of the objective and meeting with the instructor to discuss them
OR
completing the written pre-assessment with 90% accuracy.

Uniform Instructional Activities

1. Read P. 28 in Managing Behavior 1 by Hall.
2. Read Managing Behavior 3 by Hall.
3. After completing Managing Behavior 1 and Managing Behavior 3, attend a scheduled seminar on operant studies.

Supplementary Instructional Activities

1. Using the objective of this module and Managing Behavior 1 and and Managing Behavior 3 as a guide, restudy the same material by using any appropriate source. (Several appropriate sources may be found in the appendices.)

Post-Assessment

Using the standard reporting form and the Journal of Applied Behavior Analysis, summarize one social and one academic study that involves an elementary school setting.

Remediation

No remediation activities have been predetermined. Generally, students who do not successfully complete the post-assessment will be recycled through one of supplementary instructional activities.

Pre-Assessment H & H - 001.08

Using fictitious information, write a report on an operant study concerning a social or academic behavior.

H & H - 001.09 Measurement of a Social Behavior

Objective

The student will be able to -

1. Describe in specific terms the social behavior to be measured.
2. Measure the behavior for two days in a single field situation using continuous recording, event recording, interval recording, or time sampling techniques.
3. Present the data on a graph similar to those displayed in Managing Behavior 3 by Hall.

Prerequisite

H & H - 001.08

Pre-Assessment

The student has the option of:

submitting graphs previously completed which meet the specifications included in the objective
OR
completing the written pre-assessment test with 90% accuracy.

Uniform Instructional Activities

1. Read Managing Behavior 1 by Hall.
2. Read Managing Behavior 3 by Hall.

Supplementary Instructional Activities

Using the objective of this module and Managing Behavior 1 and Managing Behavior 3 as a guide, restudy the same material by using any appropriate source. (Several appropriate sources may be found in the appendices.)

Post-Assessment

The student will submit a graph that completely meets the specifications included in the objective.

Remediation

No remediation activities have been predetermined. Generally, students who do not successfully complete the post-assessment will be recycled through one of the supplementary instructional activities.

H & H - 001.10 Measurement of an Academic Behavior

Objective

The student will be able to -

1. Describe in specific terms the academic behavior to be measured.
2. Measure the behavior for three days in a single field situation using any frequency-of-occurrence recording technique.
3. Present the data on a graph similar to those displayed in Managing Behavior 3 by Hall.

Prerequisite

H & H - 001.09

Pre-Assessment

The student may submit graphs previously completed that meet the specifications included in the objective

Uniform Instructional Activities

1. Read Managing Behavior 1 by Hall.
2. Read Managing Behavior 2 by Hall.

Supplementary Instructional Activities

1. Using the objective of this module and Managing Behavior 1 and Managing Behavior 2 as a guide, restudy the same material by using any appropriate source. (Several appropriate sources may be found in the appendices.)

Post-Assessment

The student will submit a graph that completely meets the specifications included in the objective.

Remediation

No remediation activities have been predetermined. Generally, students who do not complete the post-assessment successfully, will be recycled through one of the supplementary instructional activities.

H & H - 001.11 Modification of Social Behavior

Objective

The student will be able to modify a social behavior and report the results using the standard reporting format (Managing Behavior 1, p.28) and supporting graphs.

Prerequisite

H & H - 001.10

Pre-Assessment

The student may submit graphs previously completed that meet the specifications included in the objective and discuss them with the instructor. The instructor will decide if the student is competent by the standards set forth in Managing Behavior 3.

Uniform Instructional Activities

1. Read Managing Behavior 1 by Hall.
2. Read Managing Behavior 2 by Hall.
3. Read Managing Behavior 3 by Hall.

Supplementary Instructional Activities

1. Using the objective of this module and Managing Behavior 1, Managing Behavior 2 and Managing Behavior 3 as a guide, restudy the same material by using any appropriate source. (Several appropriate sources may be found in the appendices.)

Post-Assessment

The student will have a discussion with the instructor based on the report and graphs submitted. Procedures employed in the study must be consistent with operant principles and reported correctly.

Remediation

No remediation activities have been predetermined. Generally, students who do not complete the post-assessment successfully will be recycled through one of the supplementary instructional activities

H & H - 001.12 Modification of Academic Behavior I

Objective

The student will be able to modify an academic behavior and report the results using the standard reporting format (Managing Behavior 1, p.28) and supporting graphs.

Prerequisite

H & H - 001.11

Pre-Assessment

The student may submit graphs previously completed that meet the specifications included in the objective and discuss them with the instructor. The instructor will decide if the student is competent by the standards set forth in Managing Behavior 3.

Uniform Instruction Activities

1. Read Managing Behavior 1 by Hall.
2. Read Managing Behavior 2 by Hall.
3. Read Managing Behavior 3 by Hall.

Supplementary Instructional Activities

1. Using the objective of this module and Managing Behavior 1, Managing Behavior 2 and Managing Behavior 3 as a guide, restudy the same material by using any appropriate source. (Several appropriate sources may be found in the appendices.)

Post-Assessment

The student will have a discussion with the instructor based on the report and graphs submitted. Procedures employed in the study must be consistent with operant principles and reported correctly.

Remediation

No remediation activities have been predetermined. Generally, students who do not complete the post-assessment successfully will be recycled through one of the supplementary instructional activities.

H & H - 001.13 Modification of Academic Behavior II

Objective

The student will be able to record baseline information on an academic behavior for every member of an instructional group(4-10 members),modify the academic behaviors that are judged deficient by the student and report all results using the standard reporting format (Managing Behavior 1, p.28) and supporting graphs.

Prerequisite

H & H - 001.13

Pre-Assessment

The student may submit graphs previously completed that meet the specifications included in the objective and discuss them with the instructor. The instructor will decide if the student is competent by the standards set forth in Managing Behavior 3.

Uniform Instructional Activities

1. Read Managing Behavior 1 by Hall.
2. Read Managing Behavior 2 by Hall.
3. Read Managing Behavior 3 by Hall.

Supplementary Instructional Activities

1. Using the objective of this module and Managing Behavior 1, Managing Behavior 2 and Managing Behavior 3 as a guide, restudy the same material by using any appropriate source. (Several appropriate sources may be found in the appendices.)

Post-Assessment

The student will have a discussion with the instructor based on the report and graphs submitted. Procedures employed in the study must be consistent with operant principles and reported correctly.

Remediation

No remediation activities have been predetermined. Generally, students who do not complete the post-assessment successfully will be recycled through one of the supplementary instructional activities.

Appendix A

BOOK LIST - OPERANT CONDITIONING

1. Ackerman, J. (1972) Operant Conditioning Techniques for the Classroom Teacher. Glenview, Illinois: Scott,Foreman.

2. Bandura, A. (1969) Principles of Behavior Modification. New York: Holt, Rinehart.

3. Becker, W. (1971) An Empirical Basis for Change in Education. Chicago: SRA.

4. Becker, W.; Engelmann, S.; and Thomas, R. (1971) Teaching: A Course in Applied Psychology. Chicago: SRA.

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7. Ferster, C. and Perratt, M. (1968) Behavior Principles. New York: Meredith.

8. Ferster, C. and Skinner, B. (1957) Schedules of Reinforcement. New York: Appleton.

9. Hall, R. (1971) Managing Behavior I, II, III. Lawrence, Kansas: H & H Enterprises.

10. Haring, N. (1968) Attending & Responding. Belmont, California: Fearon.

11. Haring, N. and Phillips, W. (1972) Analysis and Modification of Classroom Behavior. Englewood Cliffs, New Jersey: Prentice-Hall.

12. Holland, J. and Skinner, B. (1961) The Analysis of Behavior. New York: McGraw-Hill.

13. Homme, L. (1971) How to Use Contingency Contracting in the Classroom. Champaign, Illinois: Research Press.

14. Honig, W. (1966) Operant Behavior: Areas of Research and Application. New York: Appleton.

15. Lundin, R. (1969) Personality: A Behavioral Analysis. London: Macmillan.

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17. Micheal, J. (1967) Management of Behavioral Consequences In Education. Unpublished.

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21. Sidman, M. (1960) Tactics of Scientific Research. New York: Basic Books.

22. Skinner, B. (1953) Science and Human Behavior. New York: Macmillan.

23. Skinner, B. (1969) Contingencies of Reinforcement. New York: Appleton.

24. Skinner, B. (1959) Cumulative Record. New York: Appleton.

25. Skinner, B. (1968) The Technology of Teaching. New York: Appleton.

26. Staats, A. (1968) Learning, Language & Cognition. New York: Holt.

27. Tharp, R. and Wetzel, R. (1969) Behavior Modification in the Natural Environment. New York: Academic Press.

Appendix B

JOURNAL LIST - OPERANT CONDITIONING

1. Exceptional Children - Volume 35, Number 2, 1968 and Volume 37, Number 2, 1970.
2. Journal of Applied Behavior Analysis - Volumes 1-5.
3. Teaching Exceptional Children - Volume 3, 1971.
4.
5.

Appendix C

AUDIO-VISUAL AIDS LIST - OPERANT CONDITIONING

1. All My Buttons. Lawrence, Kansas: H & H Enterprises.
2. Reese, H. (1965) Behavior Theory in Practice. New York: Appleton.
3. Reese, H. (1971) Born to Succeed. New York: Appleton.
4. Responsive Teaching Transparencies. (1973) Lawrence, Kansas: H & H Enterprises.
5.

Appendix D

HUMAN RESOURCE LIST - OPERANT CONDITIONING

(Available for seminars and tutoring.)

1.

2.

3.

4.

Appendix E

PROGRAMS - OPERANT CONDITIONING

1. Behavior Analysis Follow Through Projects
   New York, Arizona, Indiana, Missouri, Illinois, Montana, Pennsylvania, Massachusettes, New Jersey.
   For addresses, contact Department of Human Development,
   University of Kansas
   Lawrence, Kansas 66044

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